DOCUMENT RESUME

ED 131 360 CG 010 908

AUTHOR	Moore, Marv; Delworth, Ursula
TITLE	Training Manual for Student Service Program Development.
INSTITUTION	Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS AGENCY	National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE	76
GRANT	NIMH-12419
NOTE	81p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	College Students; Counseling Centers; *Counseling Services; *Counselor Training; Manuals; Mental Health Programs; Models; *Paraprofessional Personnel; Program Descriptions; *Program Development; Program Guides; *Student Personnel Services; *Training

ABSTRACT

This Training Manual for Student Service Program Development is being published by the WICHE program Improving Mental Health Services on Western Campuses as a result of work done on a grant from the Experimental and Special Training Branch of the National Institute of Mental Health. The manual presents processes used during on-site campus applications of the Program Development Model. The Program Development Model encompasses ideas and recommendations of task forces that were convened during the first three years of the grant. Membership of the task forces represented all segments of the university community. Because training, in one form or another, is so often generic to student service programs, the WICHE program decided to concentrate its efforts on the systematic development of training programs. Training, as defined in this model includes training for student service personnel at all levels, but focuses on programs that train students to improve their academic, interpersonal/social, or vocational choice skills. With guidelines established, the next three years of the grant (1973-1976) concentrated first on the testing of a model that would put into practice a systematic approach for the development of student service training programs and then on the preparation of a manual for the model's use. (Author)

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TRAINING MANUAL

FOR

STUDENT SERVICE PROGRAM DEVELOPMENT

by

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Western Interstate Commission for Higher Education
An Equal Opportunity Employer
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January 1976

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ACKNOWLEDGMENTS

We are most grateful to Ms. Lou Ann Keating, Mr. Robert A. Kerr, and Drs. James C. Hurst and Weston H. Morrill for their reviews of the manuscript. They made many helpful suggestions that were incorporated. Ms. Carol Francis, who patiently typed each version of the manuscript, is due much gratitude. And editor LuAnne Aulepp and copy editor Renee Munoz receive our appreciation for their ideas and assistance throughout the manual's preparation.

INTRODUCTION

This Training Manual for Student Service Program Development is being published by the WICHE program Improving Mental Health Services on Western Campuses as a result of work done on a grant (No. 12419) from the Experimental and Special Training Branch of the National Institute of Mental Health. The manual presents processes used during on-site campus applications of the Program Development Model.

Model Origins

The Program Development Model encompasses ideas and recommendations of task forces that were convened during the first three years of the grant (1970-1973). Two other models, one for the assessment of campus environments and one for the training of paraprofessionals and allied professionals, have also resulted from the work of these task forces. Membership of the task forces represented all segments of the university community--students, faculty, student services, administration, and governing boards. Each task force's charge was to develop new ideas for the delivery of student services.

One theme common to all task forces was the need for a systematic approach to developing student service programming. The recommendations and ideas of the task forces for improving the development of programs became guidelines in choosing a model. Foremost among these guidelines were (1) the use of a planning team on which students and other campus constituencies having a relationship to the program idea would be represented in order to give their ideas concerning the development of a program, (2) the use of student volunteers or paraprofessionals and allied professionals in the delivery of programs, and (3) the use of assessment for both planning and evaluating programs.

Because training, in one form or another, is so often generic to student service programs, the WICHE program decided to concentrate its efforts on the systematic development of training programs. Training, as defined in this model, includes training for student service personnel at all levels, but focuses on programs that train students to improve their academic, interpersonal/social, or vocational choice skills.

With guidelines established, the next three years of the grant (1973-1976) concentrated first on the testing of a model that would put into practice a systematic approach for the development of student service training programs and then on the preparation of a manual for the model's use.

The model that was adopted by the WICHE program for testing and refinement through on-site campus applications was created by Drs. Marv Moore and Ursula Delworth and first presented in their paper entitled "Initiation and Implementation of Outreach Programs," Student Development Staff Paper, Vol. V, No. 2, 1974-75, published by the Division of Student Affairs, Colorado State University. This WICHE training manual only expands on Drs. Moore and Delworth's original ideas as dictated by processes developed through the on-site campus applications of their model.

In creating their model for the development of training programs, Drs. Moore and Delworth incorporated aspects of work done by colleagues at the Colorado State University Counseling Center. They employed classifications of the model on the dimensions of counselor functioning (Cube) which was developed by Drs. Weston H. Morrill, Eugene R. Oetting, and James C. Hurst, and fully described in their article "Dimensions of Counselor Functioning" in The Personnel and Guidance Journal (Vol. 52, No. 6, February 1974) as planning aides for the development of training programs.

Model Overview

In recent years there has been a great demand for student services to enhance educational and personal growth among large numbers of the campus's constituencies. Because training readily accommodates large groups and the variety of needs therein, programs that offer training in the knowledge and skills needed to maximize educational and personal growth have proliferated. However, in the enthusiasm to fulfill needs and meet demand, student services have not always used a systematic approach in developing these programs. The result has been that some programs have been very successful, others unsuccessful, and some continue even though they have outlived their usefulness; yet student services have little understanding of how or why these outcomes have occurred.

A systematic approach to developing programs can do much to alleviate this quandry and ensure the design of programs to achieve desired purposes. The five-stage model presented in this training manual provides a systematic approach for the development of training programs. Readers are urged to use this manual with the understanding that it presents as complete a picture of the program development processes as possible. These processes are guidelines that successful program planners have consistently used. Experienced student service planners will undoubtedly think that the manual has overexplained some processes. The decision

was made to include as much information as possible in the hope that this approach would be helpful to novices in the field. Others are urged to gain an overview of the model and use those sections that are new to them and that they think could enhance their planning.

Each stage in this model concentrates on a different aspect of program development, yet work accomplished within each stage leads into and supports the work undertaken in the following stages. It is recommended that readers acquaint themselves with all the stages in order to gain an overall impression of how the model's processes interconnect before proceeding with Stage I. And even though this model and manual focus on the development of training programs, feedback from planners indicates that the processes are useful in the development of other types of programs as well.

The model's processes are designed to help planners identify and develop the most creative training program possible within the limits of the available resources. Beyond this, the processes are designed for developing programs that can be evaluated, refined, and thus kept vital over substantial periods of time. To achieve these objectives, the model divides program development into five stages. The processes in Stage I require planners to fully investigate a number of important issues that influence the selection of a training program that it is best to develop. Stage II processes assist planners to key their development of the selected program to a set of specific objectives. Stage III processes facilitate the testing of the new program on a sample of consumers in order to determine if it will be successful and what modifications might be needed. Stage IV processes are designed to prepare a successful program for a full complement of intended consumers, and Stage V processes are intended for the ongoing maintenance of the program and for handling the spin-off ideas successful programs often generate.

Model Applications

In preparation for publishing this manual, the Program Development Model was applied on several campuses to test, evaluate, and refine its processes. The time span involved was usually a year, though some programs were developed and pilot tested within a semester's time. Experience with model applications, however, suggests that realistically it will take at least a semester to fully complete Stages I and II. The success rate of programs developed through the use of this model also suggests that the time required to implement the model is well worth the effort.

Each campus planning team worked patiently and creatively with the model. Their efforts have provided valuable assistance and information for the preparation of this training manual. It is with deep appreciation we thank the members of the planning teams who used the Program Development Model at the following schools:

California

University of California, Davis

Hawaii

Honolulu Community College, Oahu
Kapiolani Community College, Oahu
Leeward Community College, Oahu
Maui Community College, Maui
University of Hawaii at Hilo
University of Hawaii at Manoa
Windward Community College, Oahu

Utah

Utah State University, Logan

TRAINING MANUAL
FOR
STUDENT SERVICE PROGRAM DEVELOPMENT

Stage I

Germinal Idea Initial Planning Team Assessment
Program Suggestions Program Selection
Program's Future Development of a Full Planning Team

The central purpose of Stage I is to get the development of a training program off to a sound start. Initially, some idea for a training program has to be generated in someone's mind. Whatever the source, the originating idea is considered to be the germinal idea in this model for the development of training programs. The first processes involve studying the germinal idea in order to initiate a planning team and to determine the idea's potential need, population, and purpose. The next processes help suggest program choices to implement the idea and identify the one most feasible to develop. The final tasks in Stage I involve obtaining a commitment to establish a full planning team and to continue the selected program's development through its pilot test in Stage III.

Stage I assessment procedures are designed to gather information about the germinal idea in an organized way so that the information can be fed directly into the model's method for suggesting possible programs. The assessment procedure also gathers information about similar program efforts and the training methods used to implement these at other places which will provide valuable information for the processes in Stage II of the Program Development Model.

The model uses the program classification system developed for "Dimensions of Counselor Functioning" as a framework for generating program suggestions. The system contains a set of definitions that classifies programs along three dimensions. The pictorial representation of this system is presented in a cube-like diagram, and so it has become known popularly as the "Cube." Because the system provides for various types of program purposes and populations, planners can use it to identify a variety of program suggestions to implement the germinal idea. A creative training program can be selected as the result of this process.

Of course, resources can constitute a constraint on any program development endeavor. Therefore, Stage I includes feasibility checks as an important step in

the final selection of a training program for the germinal idea. However, the model's procedures for assessing the germinal idea, generating program suggestions, and making a final program selection enable planners to enter Stage II processes with the most creative program possible within the bounds of available resources.

An effort such as this is a large undertaking for a single individual, and any program development is best served by more than one perspective. Thus, Stage I suggestions include the formation of a small group of people to complete the Program Development Model's initial processes. Once the need, purpose, and population for a program have been determined, the initial group should reformulate into a full planning team. At this juncture in the model some members of the original group may terminate their association with the development process, while others will be recruited to provide the input and skills necessary to continue the process and begin work on Stage II.

Germinal Idea

Discussion

What is it that initiates work on development of a student service training program? Usually, someone on a student service staff has an idea for a course of action that would improve service, fulfill a need, serve a new population, or otherwise facilitate educational or personal growth within the campus community. Any number of things could trigger this idea. It could arise out of observations, systematic assessments, intuition, or the desire to join with other colleagues and try something new or a new approach for a service already offered.

In the inherently creative atmosphere of a college community, a suggestion for a student service program can also originate from sources outside the student service network. Again, observations, data, need, problems, and desires, among many other things, trigger ideas for programming. The originator of the idea will make his/her suggestion known to the appropriate service, and usually someone on the service's staff will undertake work on the idea.

Regardless of how the germinal idea for a training program originated, it needs to be checked out in several ways before the development of a program to implement it should proceed. Too often these initial steps in the program development are overlooked. When this happens there is

the danger that the idea can dictate the program's development rather than a program being developed for the idea. Another danger of failing to check out the idea is that the resultant program could fail to produce maximum outcomes. It is also possible for a germinal idea to contain the seeds for more than one type of training program. They will surface as the germinal idea is reviewed and investigated. The related ideas can then be dealt with as separate germinal ideas rather than remaining untapped within the original germinal idea.

* * *

Initial Planning Team

Discussion

The originator of the idea or staff member appointed to work on the germinal idea will first need to assemble some people to help explore it. These people will constitute the initial planning team. While a full planning team could be assembled at this point, this model suggests that, until further investigation and subsequent refinement of the germinal idea has been completed, the ultimate composition of a planning team is not sure. Thus, for the purpose of Stage I processes, the planning team needs only a few members.

Composition of the initial planning team, however, is as critical as the composition of the full planning team. Certainly it is wise to plan with those who will be affected by the idea rather than plan for them. Obviously the germinal idea gives important clues about who might be initially convened for the planning team. If the idea should encompass the interaction of several university units, then a representative from each unit should be recruited.

For instance, if the idea suggests a study skills program, the team could include representatives from areas such as counseling, academic advisors, Educational Opportunity Programs, students, and the campus learning lab or center.

Process/ Planning Team Selection

Fundamental criteria for selecting planning team members are that:

1. Each person has an interest in the idea.
2. Involvement in the program development process will help each person achieve objectives in his/her own job and/or personal goals.
3. When the germinal idea suggests a major change such as new policy or coordination of units, each person representing the appropriate administrative, academic, or service units should have the authority or represent the authority needed to effect the proposed change.

Specific criteria for selecting initial planning team members are dependent upon the germinal idea. However, the initial planning team membership should include a person from the idea's intended consumer group, if known. In most cases the intended consumer group is students. Other important considerations may also indicate that the membership of the initial planning team include:

1. Persons from university units that the germinal idea involves, as well as persons who represent administrative, faculty, or staff perspectives critical to the germinal idea.
2. Persons with special knowledge, skills, or talents applicable to the germinal idea, i.e., counseling and learning specialists for a study skills program idea or someone knowledgeable in crafts for a hobby program ideal.

If the decision is made to assemble a full planning team at this point, then refer to the concluding section of Stage I for additional selection guidelines for the Development of a Full Planning Team.

Process/ Planning Team Operation

Once the initial planning team has been formed:

1. A regular meeting time and place should be set.
2. The process by which the team will record the results of its meetings should be set.
3. A member should be selected who will oversee the making of agendas and track, if necessary, progress on the tasks undertaken between meetings.
4. A procedure should be specified for reviewing regularly how team members think and feel about the meetings, processes, and tasks. The procedure could be applied at the closure of each meeting or once a month.

The planning team's first tasks involve getting acquainted, developing a working relationship, and learning what knowledge each member has concerning the germinal idea and what further knowledge needs to be established. It may well take several meetings to bring out everyone's impressions, observations, and thoughts about the germinal idea. It is important to devote time to this because it will provide the team with an in-depth knowledge about the germinal idea.

The following questions are suggested as guidelines to help focus the team's opening discussions. As each team member gives information about the idea, it should be recorded and then reorganized according to what the information says with regard to a demonstrated need for the idea, the population or who within the campus community would benefit from the idea, and resources that could be useful in implementing a program for the idea. This procedure assists the team to conclude its opening discussions ready to formulate an assessment plan. The suggested guideline questions are:

1. Why is each member interested in the germinal idea?
2. What are each member's perceptions on why and how the germinal idea originated?
3. If the originator of the germinal idea is not a member of the planning team, who was the idea's originator, and what, if any, significance has this person imparted to the development of a program for the idea?
4. What documents such as reports and survey data can each team member, as well as the idea's originator, identify or cite that demonstrate a need for action on the germinal idea?
5. Are there any negative consequences that action on the germinal idea might generate within sections of the campus community?
6. What else do planning team members want to know about the germinal idea?

A brief example of information organized after a planning team's opening discussions on the germinal idea "improve freshman advising and their learning skills" might look like this:

Need

1. About 30% of the freshmen are leaving after the first semester.
2. About 15% of the freshmen are dropped after the first semester for having an insufficient grade-point average.
3. About 30% of the freshmen are on academic probation after the first semester.
4. Department secretaries report an overload of incoming freshmen anxiously inquiring about who is their advisor.

Population

1. First-semester freshmen

Resources

1. Learning Skills Center
2. Senior service club, which offers advising and tutoring to freshmen
3. Residence hall staff
4. Faculty advisors
5. Department heads
6. Registrar's office
7. Administration (several regents and the president) who are voicing concern over the problem of freshman attrition and who offer potential support for improving the advising and learning skills programs

Team Members Would Like to Know

1. How does each department assign advisors?
2. Which advisors are willing to work with high-risk freshmen?
3. What are the mailing schedule and type of mailings to incoming freshmen?
4. What are the present services of the Learning Skills Center?
5. What are the resources and interests of the Learning Skills Center?
6. How committed is the administration to providing additional support for advising and learning skills for freshmen?

* * *

Assessment

Discussion

After organizing the information collected through debriefing each team member's knowledge about the germinal idea, the team is ready to formulate and implement assessment strategies that will provide more information about the extent of need, target populations, and resources. If, during the team's initial discussions, it becomes apparent that the germinal idea encompasses related germinal ideas, the team will need to choose one particular idea on which to concentrate. For example, after the team's initial discussions on the above germinal idea, it decided that freshman advising and learning skills for freshmen constituted two separate program development efforts, so the improvement of freshman learning skills was chosen.

The extent of the team's further assessment on the germinal idea will depend on how much information the team has already generated and how much more and what type of information is still needed. A good rule to follow is that the more information surfaced about the idea, the better the chances are a program will ultimately be chosen that will best serve the germinal idea's intentions.

Process/ What to Assess

Therefore, it is recommended that the planning team review the summaries or listing of its current state of knowledge about the germinal idea while asking itself the following questions to determine what else should be assessed.

1. What data, subjective and objective, should we obtain that:
   a. Will help us specify our needs?
   b. Will substantiate the extent of the need?
   c. Will identify recipients or consumers for the idea?
   d. Will define the characteristics or make-up of the idea's recipients or consumers?
2. What data or information do we need concerning:
   a. Possible personpower resources such as professional colleagues, staff members, and students involved with or skilled in the area of the germinal idea?

b. Possible organizational resources such as service groups, classes, dormitory system, other programs, and other student services that could be useful vehicles for implementing a program for the idea?

c. Possible support, monetary and influence, that might exist within student services, administration, and/or academic departments?

d. Possible resistance or negative consequences that might result from action on the germinal idea? This last point becomes particularly critical when a germinal idea touches upon sensitive areas such as moral, political, or religious issues. A classic example would be the conflicts witnessed in this nation's school districts over sex education programs. Program ideas need not be negated because of possible resistance or negative consequences if the planning team is able to inform itself fully on the issues so that it can develop an acceptable program. In those cases when this cannot be satisfactorily done, it is better to determine this fact beforehand than after a program has been developed.

Process/ Sources for Assessment

Once the planning team has decided what else it wants to assess, it can employ many techniques including questionnaires, surveys, and personal interviews. In fact, assessment can be done in as many ways and on as many subject areas as the team has time and creativity to select. There is, however, a set of sources from which to obtain data and information that should not be overlooked.

1. A search of current literature concerning the idea should be made and catalogued according to what is said about identified needs, population served, resources, and training methodologies. Often the planning team can find a student in special studies or taking a course for whom the literature search could qualify as a project for credit. The use of ERIC or similar literature retrieval systems can also greatly facilitate the search.
2. Campus records such as admission's demographic information, student service intake records, grade-point averages, and dropout records should not be overlooked when they contain data pertinent to the germinal idea.

3. Informal or unobtrusive data such as student attendance at events, lectures, or activities that would indicate sufficient interest to warrant support for the germinal idea. For example, a large turnout for guest lectures on new dating patterns, full attendance plus non-registrants for a general mental health class lecture about intimacy concepts and premarital sex, and faculty reports of students seeking advice on premarital problems would all indicate the need to develop some kind of training program for a germinal idea about improved relationships for dating and planning marriage.
4. A search should be conducted throughout the campus for programs in progress that deal in the subject area of the germinal idea. Those that are found should be contacted (by means of brief questionnaire, telephone, or personal interview) to determine what the program is doing--its purpose, methods, and participants. It may be that there are enough services or programs currently available to fulfill the germinal idea. In this case the team could decide that there is (a) a need for coordination; (b) a need for better publicity; or (c) a need for changes that would improve what is available, and so work on a separate program effort should stop. If the team reconstitutes to plan publicity or improvements, it is suggested that the remaining processes in this Program Development Model can be used to design improvements and/or publicize programs.
5. If the germinal idea indicates a particular consumer population, or as the planning team begins to define a particular consumer group, it would be wise to conduct a sample survey on how members of the proposed consumer population perceive needs for the germinal idea and to identify any special characteristics this population might have.
6. Similarly, it may be appropriate to conduct a sample survey of people who have close contact or deal directly with the consumer population regarding these people's perception of consumers' needs for the germinal idea.

* * *

Program Suggestions

Discussion

A number of program suggestions should be generated for the germinal idea. This is a crucial step in the development process because too often the same type of program is developed for every germinal idea. Programming settles into a familiar and comfortable rut for the service, but falls short of the full potential it might have achieved if it had been designed differently.

The "Dimensions of Counseling Functioning" (Cube) model, developed by Morrill, Oetting, and Hurst, is a device for plotting a program along three dimensions: the program's Purpose of Intervention, Target of Intervention, and Method of Intervention (Fig. 1, p. 11). It is used in this model as a device to stimulate divergent thinking about what type of program might be developed for a germinal idea. Its classification system provides a useful framework on which to study the team's assessment data and identify program suggestions.

The Purpose of Intervention dimension has three classifications: Remediation, Prevention, and Development. The Target of Intervention dimension has four classifications: Individual, Primary Group, Associational Group, and Institution or Community. The Cube's third dimension, Method of Intervention, is helpful to the program development processes in Stage IV and will be discussed later.

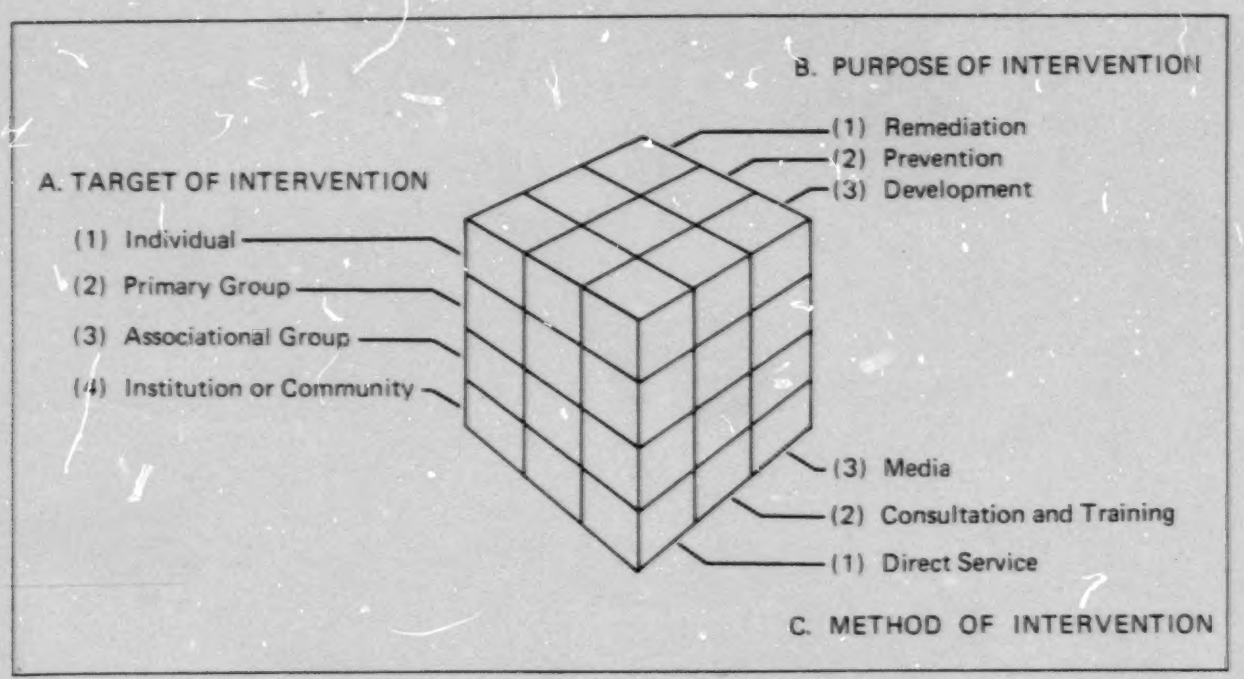
An explanation of Purpose of Intervention is as follows:

Remediation Programs--Here, the data would demonstrate deficits within persons or negative elements in a campus environment. Suggested programs would react to correct these. Example: a learning skills training program to bring below-average students to the required level of functioning.

Prevention Programs--Here, the data would demonstrate potential deficits and potentially negative elements. Suggested programs would proactively intercede to prevent these from deteriorating into destructive results. Example: a freshman advising program to help students negotiate their new environment and thus prevent dropouts.

Development Programs--Here, data would demonstrate attributes and positive elements. Suggested programs would proactively intercede to

FIGURE 1. DIMENSIONS OF COUNSELOR FUNCTIONING (CUBE)*



*This figure © 1972 by Weston H. Morrill, Eugene R. Oetting, and James C. Hurst, and is reproduced with their permission.

intentionally enhance or enrich persons and/or their environments. Example: a speed-reading skills program to enhance students' reading abilities.

Target of Intervention involves the following possible program targets:

Individuals--Here the program's consumers would be individuals. Suggested programs should address such influences as an individual's feelings, attitudes, perceptions, level of knowledge, and skills.

Primary Groups--Here, the program's consumers would be two or more persons with an ongoing, close, interdependent relationship, such as couples, roommates, or families. Suggested programs would address such influences as the communication patterns, perceptions, values, attitudes, knowledge, and relationships that exist between or among the individuals in the primary group.

Associational Groups--Here, the program's consumers would be a group whose members know each other and are dealing with the same needs, interests, or goals. Examples: residence hall floor, club, or college class members. Suggested programs would address such influences as the values and goals, communication patterns, interactions, organization, and structure of the associational group.

Institution or Community--Here, the program's consumer members would be a college or school within a university or the entire campus community. Suggested programs would address how the members could achieve desired functional outcomes through the use and/or alternation of such influences as system linkages, power distribution, sanctions, information flow, values, and goals.

Process/ "Cube It"

The planning team uses its assessment information on needs to suggest programs for the Cube's three classifications of Purpose of Intervention. This assists the team to identify alternate programs that could fulfill the demonstrated needs. The team also uses its information about population to suggest programs for the Cube's four classifications of Target of Intervention. This assists the team to identify alternate ways a program could be of benefit.

1. To generate program suggestions, the planning team reviews its assessment data for demonstrated needs that reflect deficits or negative elements that could be corrected and then studies this information in light of its data on population to suggest Remediation programs targeted for Individuals, Primary Groups, Associational Groups, and Institutions or Communities.
2. The above process is repeated for needs that reflect potential deficits or potentially negative elements that could be prevented and finally for needs that reflect attributes or positive elements that could be further developed.
3. In some cases, the assessment data will fairly evenly support action among all three purposes. The team could conceivably develop a program to achieve all three purposes or it may choose the purpose felt to hold the most significant impact for the consumer. (This might be a situation when the team will want to conduct further assessment to ascertain from the intended consumers which purpose they would perceive as most useful.)
4. Generally, however, assessment data will be more supportive of action for one purpose. This is a good indicator that a program should be developed to achieve this purpose.
5. While assessment data will readily support program suggestions for one Target of Intervention--Individuals--the team should always try to suggest a program for as many Targets of Intervention as possible. (An example showing program suggestions for various combinations of the Cube's Target and Purpose classifications is given on p. 14.)
6. When the plotting of program suggestions for each purpose and target combination has been completed, planners should choose the most likely possibilities to undergo a review for the final selection of a program.

* * *

Example: Programs to raise the level of academic achievement among students who live in campus housing as suggested for various combinations of the Cube's target and purpose classifications.

Target	Purpose		
	Remediation	Prevention	Development
Individual	Learning skills for students with less than a 2.0 grade-point average	Series of learning skills workshops at each residence hall for identified high-risk students	Offer in residence halls special learning modules for advanced writing and reading skills
Primary Group		Prepare and distribute to couples in married student housing a manual on "How to Set Up a Study Corner"	Offer workshop on helping your partner graduate
Associational Group	Learning skills that utilize group interaction for members of a residence hall whose average has fallen below a 2.0 grade-point average		
Institution or Community	Train residence hall assistants on how to better identify and refer marginal students to learning skills programs	Train residence hall assistants about study environments and how these can be implemented in residence halls ⟷	Same program also achieves this purpose

Program Selection

Discussion

Before making the final selection of a training program on which to proceed, the team will need to review its assessment information on available resources and should review the purpose and targets being met by the service's current programs. Obviously, resource constraints will have a direct bearing on which suggestion the team can develop without overextending the service's program endeavors. A comparison of the possible programs' purposes and targets should be made with current program purposes and targets in order to avoid having one type of purpose or target overrepresented in the service's programming. A review of both resources and current purposes and targets is essential to the proper selection of an idea for a full program development effort.

Process

Members of the planning team should:

1. List the service's current programs and identify the purpose and target each fulfills in the Cube's classification system. (See Technical Appendix for an example of mapping a service's outreach programs, p. 57.)
2. Determine, depending upon current program's purposes and targets, how the suggested program purposes and targets replicate or serve new dimensions of the service's community.
3. Using the information on resources gathered earlier, make an inventory of the possible personpower resources and materials needed for the programs from among service staff and other campus professionals, programs, and students.
4. Check with everyone identified to determine if he/she could make time or materials available, and, if so, for which program suggestions, how much time, and what materials.
5. Make an informal assessment of colleagues' and authorities' opinions concerning commitment/enthusiasm for each program suggestion under consideration.
6. Make up a chart that readily displays a comparison of the information gathered in steps 1 through 5 against the resource needs for each

program suggestion in terms of personpower, materials, space, funds, and any other needed resources.

7. Review information chart and choose which program suggestion is most feasible, given its target and purpose, the resources available, and degree of enthusiastic response or commitment its implementation would receive. If the suggestions first under consideration turn out to be unfeasible or serve an overrepresented purpose or target, the planning team may choose to end the project. However, because an array of program ideas were plotted on the Cube, the team also has the option of looking back over these to choose another program idea that better matches resources available and that is compatible with constructive programming.

* * *

Program's Future

Discussion

In most cases, someone or some agency or group determines whether the program will be undertaken. The planning team approaches this crucial point backed by firm data and statistics on need and resource feasibility and a creative program suggestion.

The agency or group making the decision will most likely weigh the program suggestion against considerations similar to those displayed on the team's information chart as well as against its needs determined by higher administrators or university expectations and its budgetary reserves. Therefore, the team should use pertinent data from the information chart to develop a program prospectus that will assist the decision-making process concerning these issues as well as seek a commitment to the program's development through its pilot test and evaluation.

Process

Planners should:

1. Prepare the program prospectus to include the following information:
   a. The nature of the germinal idea's source and concomitant implications for the student service, if any.

b. Demonstrated needs for the program as established from the research on the germinal idea.

c. A brief explanation of how the program supports student service goals as evidenced by the purposes and targets being served in current programming or how the program can fulfill a new goal by serving its unique purpose and target.

d. Identification of resources likely to be available for the program's operation and resources that will be needed.

2. Prepare an explanatory statement to the effect that, if the program is to be undertaken, the planning team will need a time commitment to proceed through Stage III of the Program Development Model, which will entail developing specific goals, an appropriate delivery system and evaluation procedure for the program, and a period for testing and evaluating these in a pilot run of the program.

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Development of a Full Planning Team

Discussion

Once the program suggestion has been accepted and a commitment for its further development secured, the initial planning team will need to reformulate into a full planning team. New members who incorporate the skills necessary for further development of the program suggestion will have to be added and some of the original members may leave the team. Although primary responsibility for a program resides in the initiating agency, additional team members should be recruited from other agencies, academic faculty, and student body on the basis of their interest and skills.

The utilization of other personnel affords distinct advantages. Besides the obvious benefit of additional creativity, the specialized skills of individual team members may be tapped to facilitate the various tasks in the Program Development Model process. Diversified team membership also encourages efficient utilization of resources within the broad area of student services. Perhaps the greatest benefit of a team effort is the mutual support and encouragement that members can give each other in the sometimes slow and difficult parts of the rather long process. Likewise, success often seems richer when shared with an interested teammate.

There are at least four categories of personnel from which planning team members should be recruited:

1. Professional. This term denotes a professional worker in the field in which the program is being developed.
2. Allied Professional. This term is applied to a person who is a professional in his/her own field, but who is engaged in program development or implementation in another field. A minister or academic faculty member is an allied professional for student service programs.
3. Paraprofessional. This term denotes a student or other nonprofessional person given special training by an agency to conduct some of the tasks usually performed by professionals. This person may be employed or a volunteer. Some student services include graduate student trainees in this category.
4. Target Population Member. This term usually denotes students. However, depending on the program, a target population member could be others in the campus community. The immediate feedback students can provide on proposed ideas or training experiences is invaluable to the student service program development process. The inclusion of students on the full planning team can save planners from embarrassing and time-consuming mistakes, and students can also become important resources as program implementers.

The functioning of a full planning team is as important as the selection of its members. Programs can go awry if team members cannot reach compromise positions or solutions on important issues. The program development process can become overwhelming or get bogged down if processes are not employed to keep ideas generating within manageable segments of the overall task. And because the team approach is used to enrich the process and its end product with the array of perspectives and skills its members contribute, processes will also have to be employed that allow these attributes to be recognized and understood by each team member. In other words, some perspectives may be threatening to other perspectives represented on the team, and some skills and their attendant requirements may not be understood by those on the team who are unfamiliar with the skill. The cross-fertilization and subsequent enrichment inherent in a team approach will, at various times, need attentive care.

Process/ Selection

The core skills and characteristics most desirable in team members in addition to the criteria outlined for the selection of members to the initial planning team include:

1. Ability to make commitment to regular team meetings and additional tasks outside the meetings.
2. Ability to work as a team member in terms of task and group processes.
3. Specific skills in one or more of the following:
   a. Knowledge of program subject area.
   b. Familiarity with population for which the program is being developed.
   c. Evaluation/research skills.
   d. Communication/writing skills.
   e. Process observer skills (see Technical Appendix, pp. 59-63.)

Criteria and processes important to team functioning include:

1. A team member who clearly assumes the leadership role of guiding the team through the various tasks in the program development process. The initial planning team leader or a new leader may be selected to fulfill this role. The leadership function requires the following abilities:
   a. Coordinating and directing the activities of the team.
   b. Knowing team-building techniques and using them as appropriate (see Technical Appendix, p. 65).
   c. Leading resolution of conflict between two members or among factions of the team.
   d. Conducting brainstorming and prioritizing sessions (see Technical Appendix, pp. 71-72).
   e. Confronting team members who are not doing their contracted work.
   f. Giving systematic, positive feedback and reinforcement to team members.
2. The specialization of program development tasks is to be encouraged in team members.
3. Whenever possible, specific work responsibilities should be assumed by or assigned to specific team members with a clear indication of the expected completion date.

4. Conflicts and disagreements between team members are best dealt with in an open manner, as they occur.
5. Written summaries of each meeting keep all team members involved and informed. Responsibility for recording the proceedings may be delegated to a regular secretary or assumed by various team members.
6. A regular meeting time and place is clearly advisable. Equipping the meeting room with newsprint or a blackboard enhances the expansion of ideas and facilitates brainstorming when it is necessary.

* * *

Stage II

Program Goals and Behavior Objectives Training Method of Intervention Program Evaluation Research Design Preparations for Pilot Test

Stage II in the development of a training program involves core planning for the program's system of delivery. Planning begins with the setting of goals that must be achieved if the program is to fulfill its purpose. Training that will provide what is needed to achieve these goals is then developed. Who delivers this training and how this training will be delivered is the next step in planning the program's delivery system. Finally, methods of program evaluation and the research design used to implement these are planned. After the planning team has developed the program's system of delivery, it can proceed with the preparations necessary for the program's pilot test.

Goal setting and behavioral objective procedures for Stage II are designed to provide crucial information for the development of training and evaluation. Information on training programs and procedures gathered during the assessment in Stage I provides resource material for the selection of training to implement program goals. Classifications of the Cube's Method of Intervention are used to assist in the identification of who will deliver the training and how it will be delivered.

Because program goals become stated in terms of behavioral objectives, the model's processes for setting up program evaluation concentrate on how the planning team may select standardized instruments or devise instruments that measure the desired behavioral changes. Stage II concludes with a series of processes useful in preparing for the program's pilot test. These processes focus on the mechanics that will put the results of Stage I and II planning into operation.

Program Goals and Behavioral Objectives

Discussion

An important but often neglected process in the development of a training program is to make explicit the goals that are implicit in the program's purpose. Equally neglected and equally important is setting behavioral objectives for achieving these goals. To obtain this needed specificity, the Program Development Model utilizes a three-step proce-

dure adapted from the work of Drs. Richard G. Weigel and Max R. Uhlemann[1] in setting behavior change objectives for therapy groups. The stepwise procedure consists of planners developing general goals for its program which are subsequently translated into general objectives and finally into behavioral change objectives for the participants of the program. These behavioral objectives serve two important purposes: first, they will greatly aid the planners in identifying the training procedures that must be offered to achieve program goals. Second, they will help program planners to select or more easily create the measures needed to evaluate program effectiveness.

The process as outlined in this stage is very behavioral in bias. The reader must be cautioned to keep the methods and language of evaluation from becoming an end in themselves. Human service programs created for personal growth by people are infinitely richer than the behavioral objectives constructed to linearly describe and evaluate such programs. Such programs are usually intuitively conceived in the reverie of a daydream or a very nonanalytical moment. Sometimes such noncognitive, intuitive sparks give birth to the whole gestalt and even see how it will work before a behavior objective is attempted.

Behavior objectives and evaluative analyses are not the sparks that kindled the generative flame of ideas, nor are they the rich experience or program participants and leaders who partake of it. The behavioral analyses simply round out and complete our consciousness of the program experience so that it may be shared and compared in a consensually used scientific language. If this fact is overlooked, programs may become as sterile and lifeless as the statistical analyses computed and reported to demonstrate their effectiveness.

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[1] Based in part on papers presented by Richard G. Weigel, Ph.D., and Max R. Uhlemann, Ph.D., Colorado State University, at meetings of the American Personnel and Guidance Association (1969), the American Group Psychotherapy Association (1971), and the American College Personnel Association (1975).

Process/ General Goals, Level I

The process of behavior goal setting moves through at least three levels of specification, from broad, abstract goal statements to very specific behavioral statements. Level I goals are obtained by answering the question, What is(are) the broadest mission(s) of our program? The brainstorming process (Technical Appendix, pp. 71-72) is utilized to generate answers to this question and the questions posed by each subsequent level.

Example: What is the broadest mission for a High-Risk Freshman Learning Skills Program? A General Goal formed in response to this question might be to improve skills that freshman students need to succeed academically in college.

Process/ General Objectives, Level II

To complete Level II of the goal-setting process, the planning team will need to restate each general goal in terms of the behavior students would display if they had achieved the general goal. There may be several behaviors participants could display if they had achieved the general goal. Each of these should be stated as a general objective. To identify general objectives, it is suggested that planning team members generate answers to the question, How would program participants behave differently if they achieved the general goal? Answers to this question are brainstormed for each general goal. Next, the resultant general objectives will be prioritized in order of importance to the planning team.

Example: How would program participants in a Freshman Learning Skills Program behave if they gained the skills needed to succeed academically in college? The General Objectives formed in response to this question might be:

1. Participants will be able to organize their time so that they can get enough studying done and still have some social/recreation time.
2. Participants will be able to give their professors regular positive and negative feedback.
3. Participants will be able to take objective examinations without blocking anxiety.
4. Participants will be able to write term papers in an organized and clear fashion.

Process/ Behavior Change Objectives, Level III

To complete Level III in the goal-setting process, the planning team will need to restate each general objective as several behavior change objectives. Behavior change objectives are increasingly specific and obtained by answering the question, What specifically will be happening if participants accomplish the general objective? The task here is to limit the scope of the desired behavior by specifying as many of the following as possible: the time, the place, the person, or the context of the accomplishment. Behavior change objectives are brainstormed and refined for each of the general objectives.

Example: What specifically would be happening if participants in a Learning Skills Program were able to give their professors regular positive and negative feedback? The specific Behavior Change Objectives formed in response to this question might be:

1. Participants will speak up in a designated class every day at least twice to give their reactions about the lecture.
2. Participants will orally give one of their professors some specific compliment or positive feedback about some aspect of the lecture or lab they liked privately after class.
3. Participants will at least once every day ask a lecturer to clarify some point that was not clearly presented.
4. Participants will practice giving negative feedback to one professor every week in writing, then practice saying it to a friend, and then give it to the professor--feedback about some aspect of the way the class is taught.

It takes practice and persistence on the part of planning team members to carry out the behavior goal-setting procedure. Its simplicity is deceptive. Program planners find themselves working back and forth between levels of specificity because the creative process seldom proceeds in an orderly, linear fashion from abstract to specific or vice versa. Another detour from the apparent linearity of the model occurs when program planners find themselves flowing back and forth between goal setting and delivery system planning. While working on setting goals it frequently happens that a unique program implementation idea is conceived. It can be pursued fully at the time or noted and returned to later. If the

team decides to work for awhile on the delivery system brainstorming, then it must later work backward and generate the objectives that the training task would accomplish. The authors do not advocate working through each step in a rigid, nonalterable sequence. Rather, the levels of specificity in the behavior goal-setting process are meant to provide a conceptual overlay for organizing the creative process into a meaningful whole.

* * *

Training

Discussion

By translating general program goals into behavior change objectives for the program, the team will have gained a complete and clear understanding of what the program is to accomplish and the behavior changes that will need to occur. This knowledge enables planners to systematically develop training tasks and procedures based on behavioral objectives rather than on someone's personal whim or a staff member's special training interests.

The team's assessment information gathered on similar program efforts also facilitates the development of training. It provides resource material from which to select or modify previously developed training tasks and procedures. This enables the planning team to more quickly determine what training it will have to originate and what training it can easily adopt for the program.

Process

To develop training, the planning team should:

1. Devise a general training format and check this out for "fit" after the development of training procedures for specific behavior objectives.
2. Review, in light of the list of behavioral objectives it has set, the summaries of related practice literature made in Stage I, asking the question, Does the piece of literature describe a training task that could achieve one or more of the behavior objectives? In this manner a list of training procedures from other programs can be compiled for the planning team's consideration.

3. Select from among these training procedures those deemed best to use.
4. Make whatever modifications are needed to fit these training procedures more closely to the training program's behavioral objectives. (An example showing training procedures selected for a subset of behavioral objectives is given on p. 27.)
5. Design training tasks to achieve the behavioral objectives for which no training procedures have been found or adapted. A suggested methodology for the design of original training tasks or procedures is a behavior change training model developed by Drs. Marv Moore and John E. Hinkle. This behavior change training model is reviewed in the Technical Appendix, pp. 73-74. The planning team has now completed the development of a content for a training program's delivery system.

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Example: General Training Format for One Subset of Behavior Change Objectives in a Learning Skills Program for High-Risk Freshmen. The General Objective: class members will be able to give their professors regular positive and negative feedback.

Behavior Change Objectives

1. Class members will speak up in a designated class every day at least twice to give their reactions about the lecture or lab.
2. Class members will orally give one of their professors a compliment about some aspect of the lecture, lab, or teaching style that they liked--privately after class, once every week.
3. Class members will at least once every day ask a lecturer to clarify some point that was not clearly presented.
4. Class members will practice giving negative feedback to one professor every week, first in writing, second by practicing with a friend, and third by actually saying it to the professor. The feedback will be about the lecture, lab, or teaching style.

Training Procedures

1. A didactic presentation outlining the difference between assertive and aggressive behavior
2. A small group exercise where class members practice discriminating between assertive and aggressive reactions to professors
3. A role-playing exercise where class members verbally practice giving assertive feedback to mock professors (postive and negative) in a wide range of situations
4. Diary/log of each student's progress kept on behavior objectives
5. Partner chosen by each student from the class, who will be communicated with daily about the student's accomplishments of behavior objectives

Method of Intervention

Discussion

Program goals and the type of training developed to achieve their respective behavioral objectives often influence how the training may be delivered to the Target of Intervention. Therefore, the planning team can enter this step in the development of programs with firm ideas about who will deliver the training and how the training will be offered.

The Cube's classifications of the Method of Intervention provide ready definitions that describe who will offer training and how it will be offered. The classifications are Direct Service, Consultation and Training, and Media. Direct Service means that the professional staff of a service delivers the training to consumers. It is the preferred Method of Intervention when training requires professional expertise or when it requires the credibility, assurance, or status of professionals.

Consultation and Training means peers, volunteers, paraprofessionals, or allied professionals deliver the training to consumers. In this Method of Intervention, the deliverers are usually trained by professionals to deliver the training program and conduct it under the supervision of professionals and in consultation with them. The method of Consultation and Training is often the preferred Method of Intervention when resources are scarce and a professional's time is limited. It is also the preferred method when training is enhanced by the special rapport or influence that peers or allied professionals can establish with consumers.

Media means training will be delivered to consumers through technical means such as print, computer or audiovisual aids, film, or a phone system tied into tape banks. It is a preferred Method of Intervention when training lends itself to this type of presentation and resources are available to either create or purchase technically packaged training.

The team can use these classifications to define the Method of Intervention preferred for the type of training that has been developed. There are times, however, when factors in addition to the type of training may force planners to look for an alternative to the preferred Method of Intervention. The Cube's Method of Intervention classifications can then be used as a conceptual framework for considering alternatives.

Obviously, just as a preferred Method of Intervention may be replaced with an alternative, there are situations in which a combination of intervention methods can be used. Again, the Cube's classification system serves to clarify and define these methods in a systematic way.

Process

To determine the program's Method(s) of Intervention, the planning team should:

1. Decide which mode of operation--Direct Service, Consultation and Training, or Media--would best accommodate the training that has been developed. In other words, does the nature of the training require a professional staff, require the special rapport or influence that peers or allied professionals can establish with consumers, or is the training conducive to, or already available in, some media form?
2. Consider whether the preferred method can meet potential demand. If the population to be served cannot be met adequately by the preferred method, the team should brainstorm ideas for the Cube's other Methods of Intervention to identify and select a satisfactory alternative.

Example: Cube Classifications Used to Select an Alternate Method of Intervention

Training	Preferred Method	Problem	Alternatives	Selected Method
Learning modules in reading comprehension, vocabulary, and speed building	Direct Service (reading specialists)	Funds permit use of one reading specialist; not adequate for potential demand	1. Train undergraduate students to be paraprofessionals for the program 2. Train graduate students in education to assist with program 3. Develop more "self-help" materials	Consultation and Training (use students trained and supervised by reading specialists to deliver the program)

Process/ Additional Tasks

If the selected Method of Intervention is Training and Consultation, the planning team will have two additional tasks to accomplish before planning the evaluation portions of the program's delivery system. It will need to develop training for whomever is to conduct the program in the skills they will need. And then based on the program's training demands, it will have to set criteria for choosing trainers.

The preparation of those who will conduct the program is crucial even when allied professionals are the chosen trainers. Although allied professionals can be the most skilled pool of resource persons, it is also true that, without some experience, they can lack confidence and be uncomfortable in applying their skills to the teaching of a training program's specialized content. Experience in testing this program development model on campus has proved that, while training for allied professionals does not have to be as extensive or intensive as for student volunteers or paraprofessionals, it does need to be provided.

Process/ Training for Trainers

The design of training for trainers will be dependent upon the complexity of skills needed to conduct the program; the intensity of training will be dependent upon the skill level of those chosen to operate the program. To develop training for trainers, planning team members should:

1. Follow the same process used to set program goals and behavioral objectives to establish behavioral objectives for the teaching skills needed to present the program.
2. Select or create training tasks, exercises, or procedures that will achieve the behavioral objectives.
3. Design training methodologies that will impart these skills. (For an example of training methodology, see Technical Appendix, pp. 73-74.) Trainers will also need to participate in at least an abbreviated form of the program or a simulation of the program as part of their training.
4. Develop reading assignments and/or instruction on the training's basic theory because trainers will need and want to understand more about the training's content than will the program's consumers.
5. Develop an outline of the training for trainers that states its goals, its behavioral objectives, and its training units and concomitant exercises, tasks, or procedures.

The planning team should give equal attention to selection criteria for program trainers. Selection criteria will be dependent on the depth and variety of skills demanded in the training balanced against the possible skill levels of the group of people from which the planning team expects to choose trainers. Whenever possible it is best to select prospective trainers whose background and present skills most closely approximate those needed to conduct the program. However, other considerations may favor training less skilled people to conduct the program. The planning team may prefer to have students running the program, or there are times--often at the beginning of a program--when those volunteering to run it possess very few of the skills needed. A good rule in this instance is: Take the best prospects and plan adequate time to train them.

Process/ Trainer Selection

To establish selection procedures for trainers, members of the planning team can:

1. Develop a set of selection criteria based on the skills that will be needed.
2. Choose interview techniques that will provide knowledge on how many of these skills the candidates possess and to what degree.
3. Select the method(s) for recruiting the candidates.

Depending upon a planning team's given situation, the integration of training for trainers into the delivery system can be done in one of several ways. A common approach that can serve both the program's pilot test and the planning team's development of training for trainers is to have professional staff conduct the pilot test of the program as an integral part of the effort to design the training for trainers. Beyond the reward of having a program in operation and under evaluation, this approach provides setting of behavioral objectives for trainers with information from actual training experience. It also provides the program delivery system with experienced people who can become trainers and consultants for those who will be conducting the program on an ongoing basis.

Another approach the planning team can use is to design the training for trainers and process the proposed trainers through the training so they may conduct the program's pilot test. A third approach the team may

choose is to design training for trainers that will prepare proposed trainers to conduct the program's pilot test as co-trainers with professional staff while receiving further training in an inservice format.

* * *

Program Evaluation

Discussion

A great deal of lip service is given to evaluation. Too often, however, evaluation never gets implemented, or, if implemented, its design can fall short of achieving maximum benefits. Therefore, an important step in the development of any program is planning the means and procedures that will be used to evaluate its results.

A carefully constructed plan of evaluation systematically applied can provide the objective data necessary to demonstrate that a program has attained its goals. In the day of accountability when top administrators want to know what a program has accomplished beyond the subjective pleasures of its leaders and participants, this type of data becomes invaluable and is of significance in helping to substantiate budget requests for programming.

The objective data obtained through systematic evaluation can also be useful in establishing a program's credibility with students and other branches of the university or college. This benefit of evaluation is often overlooked because many student services neglect to keep constituencies beyond their parent organizational structure informed about programs and their results. The reporting of evaluation data to students and other constituencies can greatly enhance understanding and support for a service's undertakings.

An equally important benefit and objective of evaluation is the information it can provide the planning team and the service's decision makers. Systematic evaluation can tell the planning team how successful the program is and where improvements might be made. The data also assist service administrators in deciding which programs should be continued or discontinued. Programs that cannot demonstrate successful impact should be discontinued.

Therefore, the time and effort it takes to design a program's evaluation scheme have many rewards. If there are no members of the planning team proficient in test and measurement skills or knowledgeable in research design, then it is strongly recommended that the team locate consultants who can assist them in planning the program's evaluation processes. Often such consultants can be found among colleagues in psychology, education, statistics, or campus research and computer centers. In practice, the planning team may seek assistance from one colleague to select or create measurement instruments and from another to develop the research design. A consultant can be very helpful in suggesting instruments or assisting with design questions. A consultant, however, should not be in the position of either deciding what to evaluate or making final decisions on evaluation methods. The team should assume the decision-making responsibility in this area, as well as in other areas of program development.

In constructing a careful evaluation plan, the planning team will need to select or create instruments that measure those variables expected to change by virtue of the program's existence. The set of General Objectives and Behavior Change Objectives developed earlier will provide the basic guidelines for selecting or creating these measures. During the program's pilot test, these measures can be tested for reliability and validity, and can be subsequently refined if necessary. When data pertinent to an objective or goal are collected through routine university statistics such as student grade-point averages, these data are a powerful and useful addition and should also be used as part of the program's evaluation scheme.

Thus, the measures used to evaluate a program usually fall into two categories: first, the instruments that are administered directly to program participants or to significant others. These instruments might include participant self-reports, reports by others who are significant persons to participants, process evaluations, and personality or behavioral tests. The second category includes instruments and other data collection methods that are not directly administered to participants and are therefore considered to be unobtrusive measures for program evaluation. These might include observer reports and information such as dropout rate, change of major, or other routinely collected data that are relevant to program goals.

As important as the selection or creation of valid instruments is the need to have these instruments make sense to those who will be asked to take them. Most program participants will be willing to answer evaluation instruments if it is explained to them that completing the instruments is an integral part of their participation in the program. This should be reinforced by the selection or creation of instruments to reflect what the participants actually experience in the program. Explaining to participants the need for and benefits gained from evaluation, as well as reporting to them the measures' results whenever possible, also increases their willingness to take time to fill out evaluation measures.

Data from the evaluation of training programs and the training of trainers when applicable can document progress, which gives both trainers and participants a reward for work well done and provides a continuous monitoring system that reports the need for immediate adjustments, as well as fundamental changes, when it is time to refine and improve the program. Both training outcomes and process evaluation procedures should be systematically administered at appropriate intervals throughout the program. For some programs this could be at the conclusion of each training session. For others, evaluation might be more appropriately administered at the conclusion of training units.

Process/ Training Programs

To develop procedures for evaluating training programs, members of the planning team should:

1. Select standardized personality or behavioral instruments that measure one or more of the General and Behavior Change Objectives that were listed for training. (Suggested resources for standardized tests are The Seventh Mental Measurements Yearbook, edited by Oscar K. Buros, published by Gryphon Press, Highland Park, New Jersey, 1972; and Experimental and Quasi-Experimental Designs for Research, written by Donald T. Campbell and Julian C. Stanley, published by Rand McNally, Chicago, 1966.) Also, a consultant with expertise in

the area of the training program's content could recommend instruments that would measure the desired objectives.

2. Devise additional outcome evaluation procedures or measures for the objectives for which standardized tests could be selected. If the objectives are observable, then a reporting system from independent observers may be an ideal evaluation procedure. A self-report rating scale that participants can use to report their own judged progress is a simple evaluation method for other objectives on the list. Similar forms and questionnaires can be developed for pre- and post-training administration that will yield useful information.
3. Design a simple questionnaire on training process. A very short form that can be used at many junctures throughout training includes the following:
   a. List several adjectives that describe how you feel or think about training.
   b. List two or more strengths of training as you experienced it.
   c. List two or more weaknesses of training as you experienced it.
   d. List two ways training might have been more understandable or improved.
   e. Give any additional comments you wish.
4. Prepare or procure the evaluation materials to be used.

Process/ Training for Trainers

To develop procedures for evaluating the training of trainers, members of the planning team follow the same process used above but substitute the planning team's list of General and Behavior Change Objectives for the skills needed to teach training content.

* * *

Research Design

Discussion

After the planning team has selected or created instruments to measure variables expected to change as a result of the program, it will need to plan a research design that places the data results into a context that yields information concerning the program's effectiveness. A program's pilot offering provides the best vehicle for employing a research design. While ideal situations provide a true control over the variables

to be evaluated, in the practice of programming this is seldom possible. This should not negate the use of a research design in evaluating the program, however, because there will always be some form of control over variables conducive to the program's format that planners can use.

As a general rule, the planning team should use the most powerful design that circumstances afford to evaluate the program's pilot offering because the resultant data are most valuable in deciding whether to offer the program again in its original form or to modify it. Obviously, designs employing more than one control group provide information about the interaction between important variables, which is highly desirable when practical. However, designs employing one control group will still assess the effectiveness of a program better than evaluation designs with no provision for a control group.

Process

To develop a research design for the use of standardized tests and other procedures that measure changes brought about by the program, members of the planning team should:

1. Attempt to utilize a design that will incorporate the use of pre- and postmeasurement with at least one instrument or procedure.
2. Measure program effectiveness in as many ways as is feasible.
3. Consider the ways a control group could be set up for the program's pilot offering and select the one most easily accommodated by the program's format. In some cases it may be possible to offer the program to two groups simultaneously and vary the introduction of the variable to be tested. In other cases, when the pilot program can be offered to only one group, the participants will have to act as their own control group. Or, two offerings of the pilot program can be given consecutively so that one group (control) can be tested on the variables while the other group (experimental) participates in the program. The way in which the control group has to be set up will in large measure determine the type of research design that can be used.

4. Use as many participants as feasible and use appropriate statistics. Remember the general rule: the larger the N (number of participants), the easier it is to detect real differences between groups.
5. Begin selection of an appropriate research design, using the input acquired from the above three steps. Three commonly used designs are explained in the Technical Appendix, pp. 75-77. A more thorough understanding of research methodologies applicable to evaluating program effectiveness can be obtained by reading Research Methods in Social Relations (edited by Claire Selltiz et al., published by Holt, Rinehart & Winston, Inc., New York, 1959) and Experimental and Quasi-Experimental Designs for Research (written by Donald T. Campbell and Julian C. Stanley, published by Rand McNally, Chicago, 1966).

* * *

Preparations for Pilot Test

Discussion

The last tasks in Stage II entail the final preparations needed to conduct the program's pilot test. At this point the team has completed the major planning phases of program development. The extensive planning of the team has determined a demonstrated need for the program: established the program's Purpose, Target, and Method of Intervention; secured service support for the program; specified the program's goals in terms of behavioral objectives; formulated all training procedures needed to achieve its goals and objectives; and constructed an evaluation design for assessing the program's effectiveness. Thus, a solid foundation has been planned from which to launch the action phases of program development.

Process

To prepare for the implementation of training, the planning team should:

1. Develop an outline of the training program that states its goals, its training format and concomitant exercises, tasks, or procedures, and its evaluation methods and design.
2. Make out a program schedule of meeting times and place.
3. Assign program administrative detail.
4. Have program materials printed and/or procured.

As the team prepares for action, it will also need to consider criteria for selection of program participants. Criteria vary depending on the nature of the program's training. A program targeted on an institutional intervention may need criteria regarding the level of administration or type of personnel that the program's training should involve. Other training programs might set such criteria as participants' living location, class designation, special interests, enrollment status, or type of affiliation.

Skill-oriented training programs require a careful set of criteria to ensure that participants will benefit from the training. For example, a program that offers remedial skill training will probably need criteria to screen out participants for whom the training would be superfluous and criteria to screen for special deficiencies that participants might have. Likewise, a developmental program that offers advanced skill training needs criteria that screen out participants whose skill levels are not sufficient or criteria that identify persons for whom the training would not be beneficial. In some cases, planners will have to proceed with tentative criteria and develop more definitive criteria based on evaluation of the pilot program.

To conclude its preparations for the program's pilot test, members of the planning team should:

1. Assign the remaining tasks to be completed in a way that best utilizes all personnel involved in the program.
2. Set criteria for program participants.
3. Determine the number of participants that the program's pilot test will accommodate.
4. Review all program, training, and evaluation materials for final approval.
5. Develop pilot program schedules, time-line charts, or other desired administrative materials.
6. Recruit candidates to be trainers, schedule interviews, and select trainers if the chosen method of intervention and the system of delivery require this as a prerequisite for the program's pilot test.

* * *

Stage III

Program Publicity *Pilot Program Implementation*
Pilot Program Evaluation *Program Future*

The planning team's tasks in Stage III involve implementing and evaluating the program's pilot test and making a decision on whether the program should be continued on a regular basis. The first task is publicizing the program in order to attract the sample of participants who will try out the new program. The next series of tasks focuses on putting Stage II plans for training and evaluation into operation. The concluding tasks involve studying the evaluation results and coming to a decision about the program's future. Putting the act together and presenting it infuses welcome excitement for the often planning-wearied team.

Program Publicity

Discussion

The best conceived and planned program can flop if its intended consumers are not aware that it is available to them. Advertising the program's name, time, and place is hardly enough to support the preparatory labor that has gone into planning. Publicity needs to inform intended consumers why they might be interested in the program and some of the specific benefits that could be derived from their participation. The team's work in specifying the program's demonstrated need, goals, and behavioral objectives become important material for the development of program publicity.

If no one on the planning team is competent to work up the program's publicity, then extra team consultation or assistance should be obtained. Good resources can be found among colleagues in the graphic arts and public information services available on most campuses. Nor should the talent and skills available in schools of journalism be ignored when present within the college or university.

Process

The offering of a program's pilot test will probably not entail extensive publicity to attract the required number of participants because these participants are most often randomly selected from the Target of Intervention who are extended an invitation to participate. The invitation will need to include some basic publicity, however, on why the program is being pilot tested and what benefits the participants might expect. In those cases when participants are not invited, the team may wish to use a limited form or selected parts of its publicity plan to attract people from the Target of Intervention. In either event, the pilot test will need some publicity but rarely the total publicity effort that becomes necessary when a program is to be established on an ongoing basis.

To develop effective program publicity, members of the planning team may find the following guidelines helpful:

1. Publicity should be presented well in advance of the program's beginning date.
2. Some form of publicity--flyers, brochures, posters--should be readily available in campus areas most used by members of the program's Target of Intervention, the program's intended consumers and/or participants.
3. Publicity should be disseminated in a form and language appropriate to the members of the program's Target of Intervention.
4. Program goals and behavioral objectives should be used to write clear statements regarding why the training is being offered, its objectives and procedures, and its intended benefits.
5. Clear instructions should be given on how interested persons may participate in the program.

* * *

Pilot Program Implementation

Discussion

The number of activities and details that will involve direct participation of planning team members during the pilot program's implementation will be dependent upon the chosen Method of Intervention. However, there are three tasks basic to all training programs that will involve participation of team members: (1) recruitment and selection of a participant

sample for the program's pilot test, (2) establishment of a control group unless the research design employs a method that uses participants as their own control, and (3) administration of evaluation procedures.

To implement the pilot program, team members should:

Process

1. Use a plan for the publicity needed to recruit participants.
2. Choose a selected sample of participants.
3. Set up a control group or groups.
4. Assign member(s) of the team to oversee the administration and collection of evaluation data.
5. Assign member(s) of the team to conduct any training required at this stage by the team's chosen Method of Intervention. At the minimum, this will entail the careful preparation for, and/or rehearsing of, each training task to be offered by professional personnel when a Direct Service Method of Intervention is used. When a Consultation and Training Method of Intervention is used for the pilot test of the program, then planning team members will have to undertake the training procedures dictated in their design of the delivery system.

* * *

Pilot Program Evaluation

Discussion

It is very important that the planning team's evaluation design is followed. A planning team member(s) should take charge of administering the procedures that will collect both subjective data from the program's leaders and participants, as well as objective data from the instruments used to measure the changes expected to occur as a result of the program.

To properly apply the planning team's evaluation design, those in charge of adminstering the procedures may find the following guidelines useful:

Process

1. There should be regularly scheduled meetings with the pilot program's trainers or implementors to get a report on participants' positive

and negative feedback on content and process as well as positive and negative feedback from the perspective of those conducting the program.

2. A meeting with participants should be scheduled to explain evaluation.
3. All pre- and post-test instruments should be administered.
4. Subjective data in a convenient form should be compiled for the planning team's inspection.
5. Arrangements should be made for the statistical analyses of all objective measures to be computed and presented in summary form for interpretation.

* * *

Program Future

Discussion

After the program's pilot test, the planning team will need to consider its evaluation data and decide whether the program should be continued, and, if so, what changes or modifications should be made. A studied decision concerning the program's future will take more time than the intuitive decision process typically applied in developing programs. At least several hours will be needed for the team to study the subjective and objective data in terms of all the appropriate specific program goals and/or behavioral objectives.

In studying the data, the planning team needs to be cautioned that, although the choice or creation of evaluation instruments in accordance with behavioral objectives greatly enhances the potential that these instruments will actually measure desired program effects, it does not guarantee it. The instrument chosen or created may not be valid. Therefore, if the planning team has strong evidence or reason to believe that changes occurred in participants but that these changes are not reflected in data from the objective measure used, then the team should take a closer look at the instrument in an attempt to determine what happened. Validation studies may be necessary before using an instrument again.

It is recommended that the planning team reach its own decision about the program's future before presenting its evaluation findings to service

staff at large or to the service's decision makers. This allows the planning team both the time and the opportunity to complete its study of the data and to organize evaluation results in a comprehensive manner around the points to be made in its recommendations.

There are essentially three types of recommendations the planning team could make regarding the program's future: (1) continue the program in its present form as both subjective and objective data are positive in support of such action; (2) continue the program with modification of: the specific parts of the delivery system that data have proved ineffective, the behavioral objectives that now seem less meaningful, or the evaluation instruments that appear to be invalidly measuring the program's desired effects; or (3) discontinuation of the program because both subjective and objective data are negative.

Process

To facilitate their study of evaluation results and decision making on the program's future operation, members of the planning team should:

1. Review both subjective and objective data in relation to each of the program's specific goals and/or behavioral objectives.
2. Seek consultation on instruments that appear to have invalidly measured program variables.
3. Decide whether the program should be continued or discontinued and why, supported by evaluation data.
4. Decide what modifications will need to be made and why, supported by evaluation data.
5. Write a report on the program's pilot test that states the planning team's recommendations illustrated by the evaluation data.
6. Forward the report to the person or persons in the service responsible for programming and able to authorize the planning team's recommendations if accepted.

* * *

Stage IV

Training Procedures and Materials *Program Evaluation*
Training of Trainers *Program Offering*

If the planning team and responsible service or agency concur in a decision to continue the new program, the next tasks in the program development process focus on refining the team's planning done in Stage II and implementing any modification the team has suggested as a result of the program's pilot test and evaluation. Based on what has been learned as a result of the program's pilot test and evaluation data, each major component of the program is reviewed in order to refine its delivery system. If a Consultation and Training Method of Intervention is used, the planning team may also want to begin long-range plans for the training of trainers.

Whatever needs to be done, attention will concentrate mainly on needed adjustments in training procedures, materials, and evaluation measures. It is recommended that the planning team give itself adequate time to complete Stage IV tasks before re-offering the program. This is particularly important if the team's chosen system of delivery calls for the phasing in of allied professionals or paraprofessionals to operate the program after its pilot test.

Training Procedures and Materials

Discussion

The training procedures and materials developed for the pilot test of a program need to be reviewed and refined. The planning team now has the evaluation data and perspective necessary to decide what training procedures need modification and where written, audio, and visual material could be used in training. It may want to add training procedures or materials, it may need to replace ineffective procedures or materials, or it may want to eliminate some procedures or materials.

Process

In its review and refinement of training procedures and materials, the planning team may find the following set of questions useful.

1. Are there concepts or expected behaviors that are difficult for trainers and/or participants to understand that might be more

effectively presented by another type of training task or procedure or through some type of audio or visual model?

2. Is time being taken to say things that could just as easily be read and understood by trainers and/or participants?
3. Are there informational materials that trainers and/or participants should have available for reference throughout their training or program experience?
4. Are all materials for trainers and participants written in a clear, concise style so that content and instructions are easily understood and able to be implemented?

* * *

Program Evaluation

Discussion

There are a number of reasons why the team should reassess program effectiveness. Certainly any redevelopment or modification of training necessitates reevaluation. Although no changes are made, it still is desirable to reassess the program using a more powerful research design. Even if a new design is not employed, it is necessary to repeat an evaluation because when a new program is given a pilot test its trainers and participants may be so involved and excited with its "newness," that measures of effectiveness can be spuriously evaluated by this "primary" effect. Nor should the planning team overlook the many benefits that a program's continued evaluation can bring in terms of support for the program and its parent service or agency.

As was the case in the program's initial evaluation, research is conducted in order to demonstrate the overall effectiveness of training, and to isolate the effectiveness of the individual training units. The resulting evaluation data will again provide feedback regarding the most effective and least effective units. This information is essential to further program planning and refinement.

Process

In making plans for the program's continued evaluation, the planning team needs to:

1. Employ as powerful a design as is feasible.
2. Consider the use of more than one control group to provide information about the interaction between important program variables.
3. Consider an experimental research study on the interaction between various participant characteristics, trainer characteristics, and criteria used to measure program effectiveness.

* * *

Training of Trainers

Discussion

Whereas in Stage III the training of trainers might have received less attention because professional staff conducted the program's pilot test, careful attention is needed in Stage IV if the program's continuing Method of Intervention is to be Consultation and Training. In light of the experience gained from the program's pilot test, the team should review its plans for the training of trainers and make whatever modifications are needed. At this juncture, the team may wish to make some long-range plans for training procedures as well.

An issue that often comes up after a new program has become established and is offered regularly is who should continue to train the trainers. While it is usually essential that a member or members of the planning team train trainers during initial offerings of the program, this could become too demanding on the professionals' time as the program expands. However, a reservoir of trained and experienced trainers is building as the program expands. So the planning team may wish to begin thinking about the tasks that experienced trainers could assume in the training of new trainers. This saves professionals' time, and perhaps more important, gives training a realistic approach that the theorizer may lose over time.

Eventually, a mature program that uses peers, volunteers, paraprofessionals, or allied professionals should have a systematic selection process, a well-sequenced preprogram training experience, ongoing in-service

training, professional back-up system, and the specification of training tasks to be mastered by each level of personnel involved in the program. Each of these elements will deserve individual attention by the planning team as it reviews and refines the program's training design and makes long-range plans.

Process

In its review and refinement of the training designed in Stage II, the planning team may wish to consider one or more of the following suggestions:

1. If trainers need a number of skills (such as facilitating, organizing, and consulting), the team may find it helpful to train different people for different roles rather than train everyone for each role.
2. An internship approach is useful in training trainers to lead less structured programs, for it can provide the leader trainee with intensive supervision and feedback as he/she works in the program.
3. If students are being trained to lead the program, often it is possible to set up training that extends over a quarter or semester and offers academic credit. Many departments have special studies courses that can be utilized for this purpose.
4. When all training does not need to occur before the trainee is able to offer some service in the program, good use can be made of in-service training. In fact, the trainee's confidence and motivation for further training may be enhanced by the opportunity to participate in some leadership functions. Yet because program consumers have the right to expect competent training, the planning team must be careful not to value the growth of the prospective trainer over that of the program participant.
5. And finally, the planning team may want to identify those tasks in its training of trainers that could be taught by experienced trainers rather than by professional personnel.

* * *

Program Offering

When the above tasks have been completed, the planning team is ready to offer the program on a regular basis to larger numbers of the target population. Its publicity plan should be implemented in full and additional personnel may be brought into the program to improve its day-to-day operations. As the program is repeated, the planning team should watch for ways to improve organizational procedures such as publicity, room scheduling, the collection of evaluation data, the distribution of program materials, and the dissemination of evaluation reports to interested constituencies.

* * *

Stage V

Program Maintenance *Program Spin-offs*

Stage V processes address two ongoing tasks associated with a program that becomes offered on a regular basis. The foremost task is program maintenance. Need assessment and program evaluation are the processes central to program maintenance. The other task that often emerges as the result of a program is responding to new ideas spun off the original program. The process central to this task is a recycling of the Program Development Model.

Program Maintenance

Discussion

In addition to keeping careful watch over the data collected through continuous evaluation procedures, the planning team will need to periodically readdress some of the important issues covered in the first four stages in order to properly maintain a successful long-running program. This is particularly important to student service programming because changing student populations and characteristics necessitate changes in program priorities and methods of delivery.

Process

To keep its program active, the planning team should answer with sufficient supporting data the following questions:

1. Is there still a demonstrated need for the program?
2. Do the current delivery system procedures still accomplish the program's intended objectives?
3. Has the target, program personnel, level of training, or implementation changed enough so that an objective reevaluation of the program is necessary?
4. Are staff resources and funding still adequate to maintain the program?
5. Has priority for the program changed?

The answers to these questions will provide the planning team and service staff appropriate information on which to make decisions regarding the program in light of the service's priorities and other programs.

* * *

Program Spin-offs

Discussion

The original program may spin off a new, but related, program idea for the same Target of Intervention. Or a member or members of the planning team may feel the original program idea could serve a new Target or Purpose of Intervention. An example of a new, but related, program idea for the same Target of Intervention might be a workshop on constructive fighting or a workshop on enhancing sexuality for married couples as a spin-off from doing a workshop on general communications for married couples. An example of changing the original idea's Target of Intervention might be the redesign of a communications workshop for individual students to be a workshop for an associational group (fraternity, class, club) to help improve its communication process. And an example of changing the original idea's Purpose of Intervention might be redesigning a remedial interpersonal skills program to be a developmental interpersonal skills program.

Although spin-off ideas for new programs are related to the original program and often can use the same skills, personnel, and much of the original program's materials, the planning team cannot assume there is a demonstrated need for the new idea or that the responsible service or agency will be committed to the new idea just because it supported the original program. Thus, the spin-off idea becomes a germinal idea for the program development process.

Process

Team members interested in developing the spin-off program should return to Stage I and begin the process over by recruiting additional planning team members in accordance with their germinal idea's content area and

the intended consumers. In this manner, program development can become a continuous process. Teams will gain more confidence and expertise each time they cycle a new venture through the Program Development Model's five stages.

* * *

TECHNICAL APPENDIXES

TECHNICAL APPENDIX A

AN EXAMPLE MAPPING OF COUNSELING CENTER PROGRAMS ON THE CUBE*

TARGET	PURPOSE								
	Remediation			Prevention			Development		
	METHOD			METHOD			METHOD		
	Direct Service	Consultation & Training	Media	Direct Service	Consultation & Training	Media	Direct Service	Consultation & Training	Media
Individual	Individual counseling	Peer counseling	Film: How to deal with depression	Communication skills workshop					Computerized vocational choice modual
Primary Group	Marital counseling	Clergy workshop in marital counseling		Premarital workshop			Child-rearing classes for parents	Marital enrichment workshop	Films on constructive parenting
Associational Group	Conflict resolution in Psych. Dept.			Workshop for professors: making referrals			Video-recall groups for assistants		Film: How to conduct a business meeting
Institution or Community	Consultation with dean about dept. heads			Workshop for dept. heads on student decisions					

* From Morrill, Oetting, and Hurst.

TECHNICAL APPENDIX B

WHAT TO LOOK FOR IN GROUPS*

In all human interactions there are two major ingredients--content and process. The first deals with the subject matter or the task upon which the group is working. In most interactions, the focus of attention of all persons is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working. Group process, or dynamics, deals with such items as morale, feeling, tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, cooperation, etc. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will better enable one to diagnose group problems early and deal with them more effectively. Since these processes are present in all groups, awareness of them will enhance a person's worth to a group and enable him to be a more effective group participant.

Below are some observation guidelines to help one process analyze group behavior.

Participation

One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

1. Who are the high participators?
2. Who are the low participators?
3. Do you see any shift in participation, e.g., highs become quiet, lows suddenly become talkative. Do you see any possible reason for this in the group's interaction?
4. How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Disinterest? Fear? etc.
5. Who talks to whom? Do you see any reason for this in the group's interactions?
6. Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

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*This exercise is taken from J. William Pfeiffer and John E. Jones (eds.), The 1972 Annual Handbook For Group Facilitators, pp. 21-24. La Jolla, CA: University Associates, Inc., 1972, and is reprinted with their permission.

Influence

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

7. Which members are high in influence? That is, when they talk others seem to listen.
8. Which members are low in influence? Others do not listen to or follow them. Is there any shifting in influence? Who shifts?
9. Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

Styles of Influence

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. *How* a person attempts to influence another may be the crucial factor in determining how open or closed the other will be toward being influenced. Items 10 through 13 are suggestive of four styles that frequently emerge in groups.

10. Autocratic: Does anyone attempt to impose his will or values on other group members or try to push them to support his decisions? Who evaluates or passes judgment on other group members? Do any members block action when it is not moving in the direction they desire? Who pushes to "get the group organized?"
11. Peacemaker: Who eagerly supports other group members' decisions? Does anyone consistently try to avoid conflict or unpleasant feelings from being expressed by pouring oil on the troubled waters? Is any member typically deferential toward other group members--give them power? Do any members appear to avoid giving negative feedback, i.e., who will level only when they have positive feedback to give?
12. Laissez faire: Are any group members getting attention by their apparent lack of involvement in the group? Does any group member go along with group decisions without seeming to commit himself one way or the other? Who seems to be withdrawn and uninvolved; who does not initiate activity, participates mechanically and only in response to another member's question?
13. Democratic: Does anyone try to include everyone in a group decision or discussion? Who expresses his feelings and opinions openly and directly without evaluating or judging others? Who appears to be open to feedback and

criticisms from others? When feelings run high and tension mounts, which members attempt to deal with the conflict in a problem-solving way?

Decision-Making Procedures

Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some people try to impose their own decisions on the group, while others want all members to participate and share in the decisions that are made.

14. Does anyone make a decision and carry it out without checking with other group members? (Self-authorized) For example, he decides on the topic to be discussed and immediately begins to talk about it. What effect does this have on other group members?
15. Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?
16. Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group (handclasp)? How does this affect other group members?
17. Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote (majority support)?
18. Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?
10. Does anyone make any contributions which do not receive any kind of response or recognition (plop)? What effect does this have on the member?

Task Functions

These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before it.

20. Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?
21. Does anyone attempt to summarize what has been covered or what has been going on in the group?
22. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?
23. Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

Maintenance Functions

These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere which enables each member to contribute maximally. They insure smooth and effective teamwork within the group.

24. Who helps others get into the discussion (gate openers)?
25. Who cuts off others or interrupts them (gate closers)?
26. How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?
27. How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

Group Atmosphere

Something about the way a group works creates an atmosphere which in turn is revealed in a general impression. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words which describe the general impressions held by group members.

28. Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?
29. Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?
30. Do people seem involved and interested? Is the atmosphere one of work, play, satisfaction, taking flight, sluggishness, etc.?

Membership

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group which give clues to the degree and kind of membership.

31. Is there any sub-grouping? Some times two or three members may consistently agree and support each other or consistently disagree and oppose one another.
32. Do some people seem to be "outside" the group? Do some members seem to be "in"? How are those "outside" treated?
33. Do some members move in and out of the group, e.g., lean forward or backward in their chairs or move their chairs in and out? Under what conditions do they come in or move out?

Feelings

During any group discussion, feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of nonverbal cues.

34. What signs of feelings do you observe in group members: anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.?
35. Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

Norms

Standards or ground rules may develop in a group that control the behavior of its members. Norms usually express the beliefs or desires of the majority of the group members as to what behaviors *should* or *should not* take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit), or operating completely below the level of awareness of any group members. Some norms facilitate group progress and some hinder it.

36. Are certain areas avoided in the group (e.g., sex, religion, talk about present feelings in group, discussing the leader's behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?
37. Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree?
38. Do you see norms operating about participation or the kinds of questions that are allowed (e.g., "If I talk, you must talk"; "If I tell my problems you have to tell your problems")? Do members feel free to probe each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?

* * *

TECHNICAL APPENDIX C

TEAM-BUILDING TECHNIQUES

Introductory Exercise for Team Members

Often, membership on a program development planning team is the first time that people with diverse responsibilities and positions on campus have met or talked with each other. The following process offers a simple yet informative and interesting way for the planning team members to become acquainted. The planning team leader should:

1. Prepare to pair each team member with another he/she does not know.
2. Explain to team members that they will be paired off with another member and be given ten minutes to learn as much as possible about each other's background, interests, and job in order to introduce the colleague to the team.
3. Have team members join in assigned pairs and interview each other.
4. Reassemble the team after ten minutes and allow a few minutes for team members to prepare their colleague's introduction.
5. When everyone is ready, ask each team member in turn to introduce the colleague he/she interviewed.

Residence Halls: A Consensus-seeking Task*

Goals

I. To study the degree to which members of a group agree on certain values.
II. To assess the decision-making norms of the group.
III. To identify the "natural leadership" functioning in the group.

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*This exercise is taken from J. William Pfeiffer and John E. Jones (eds.), A Handbook of Structured Experiences for Human Relations Training, pp. 72-74, Vol. I (Rev.). La Jolla, CA: University Associates, Inc., 1974, and is reprinted with their permission.

Group Size

Between five and twelve participants. Several groups may be directed simultaneously in the same room. (Synergistic outcomes are more likely to be achieved by smaller groups, i.e., five to seven participants.)

Time Required

Approximately one hour.

Materials

I. Copies of the Residence Halls Ranking Sheet for all participants.
II. Pencils for all participants.

Physical Setting

It is desirable to have small groups seated around tables and to have the groups far enough apart so as not to disturb each other. Lapboards or desk chairs may be utilized instead of tables.

Process

I. The facilitator forms groups and announces that they will engage in an activity to accomplish the goals spelled out above.
II. He distributes copies of the Residence Halls Ranking Sheet. The facilitator functions as a timekeeper according to the schedule on the sheet. One or more members may function as process observers. (See "Process Observation," Vol. 1: Structured Experience 10.)
III. After the allotted time, the group discusses the process in terms of stated goals.

Variations

I. The ranking sheet can be easily revised to fit situations other than residence halls. The content may be the goals of the organization or group, characteristics of an ideal leader, desirable characteristics of teachers (principals, ministers, counselors, supervisors, employers, etc.), or any other relevant list. One suggestion might be to conduct a problem census of the organization or group and to use that list as the items to be rank-ordered.
II. When several groups in the same organization (class, institution, etc.) engage in this experience simultaneously, it is sometimes helpful to summarize the rank orders for the several groups and to have a discussion of the agreements and disagreements among the groups.

Similar Structured Experiences: Vol. I: Structured Experience 11; Vol. II: 30; Vol. III: 64, 69; '72 Annual: 77; Vol. IV: 115.
Lecturette Sources: '73 Annual: "Synergy and Consensus-Seeking," "Value Clarification."

Notes on the use of "Residence Halls":

RESIDENCE HALLS RANKING SHEETS

Rank the following functions of the residence hall system according to the importance *you* attach to them. Write the number 1 in front of the most important, the number 2 before the second most important, etc. You have ten minutes for this task.

After members of your group have finished working individually, arrive at a rank ordering *as a group*. The group has thirty minutes for the task. Do *not* choose a formal leader.

Individual Rank	Group Rank	
_____	_____	Residence halls exist to help college students develop social maturity.
_____	_____	Residence-hall organizations should militate for improving the quality of student life.
_____	_____	The residence hall is where students develop business and social contacts that will be helpful after graduation.
_____	_____	Residence halls provide a "home away from home" where the resident is accepted and wanted.
_____	_____	The residence-hall system encourages worthwhile fellowship.
_____	_____	The residence hall is an experiment in living, through which the student comes to know his prejudices and tried to overcome them.
_____	_____	Participation in residence-hall activities is training for leadership in adult life.
_____	_____	Residence halls support and enhance the classroom learning experience of students.

_____ _____ In the residence-hall system, students are treated as adults, not as adolescents who need to be controlled.

_____ _____ Residence halls function as laboratories for democratic action.

Process Observation: A Guide*

Goals

I. To provide feedback to a group concerning its process.

II. To provide experience for group members in observing process variables in group meetings.

Materials

Copies of the Process Observation Report Form.

Process

Participants take turns as process observers, a different observer for each meeting. The observer does not participate in the meeting but records his impressions on the Process Observation Report Form. At the end of the meeting, the observer makes an oral report of his observations, and his report is discussed. It is helpful for the first observer to have had some experience at such observation and for participants to have copies of the form while he is reporting.

Variations

I. Sections of the observation form can be assigned to different participants in advance of the meeting.

II. Two observers can be used instead of one, to check accuracy of observations.

III. The meeting can be videotaped, and the entire group can use the form to analyze the process.

IV. The observer can participate in the meeting while he is observing.

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*This exercise is taken from J. William Pfeiffer and John E. Jones (eds.), A Handbook of Structural Experiences for Human Relations Training, pp. 45-48, Vol. I (Rev.). La Jolla, CA: University Associates, Inc., 1974, and is reprinted with their permission.

Similar Structured Experiences: Vol. I: Structured Experience 6; Vol. II: 37, 38, 39; Vol. III: 55; '72 Annual: 79; '73 Annual: 92.
Lecturette Source: '73 Annual: "A Model of Group Development."

Notes on the use of "Process Observation":

PROCESS OBSERVATION REPORT FORM

Group_____ Date_____

Interpersonal Communication Skills

1. Expressing (verbal and nonverbal)
2. Listening
3. Responding

Communication Pattern

4. Directionality (one-to-one, one-to-group, all through a leader)
5. Content (cognitive, affective)

Leadership

6. Major roles (record names of participants)

_____	Information-processor	_____	Follower
_____	Coordinator	_____	Blocker
_____	Evaluator	_____	Recognition-seeker
_____	Harmonizer	_____	Dominator
_____	Gatekeeper	_____	Avoider

7. Leadership style

_____ Democratic _____ Autocratic _____ Laissez-faire

8. Response to leadership style

_____	Eager participation	_____	Low commitment	_____	Resisting
_____	Lack of enthusiasm	_____	Holding back		

Climate

9. Feeling tone of the meeting
10. Cohesiveness

Goals

11. Explicitness
12. Commitment to agreed-upon goals

Situational Variables

13. Group size
14. Time limit
15. Physical facilities

Group Development

16. State of development
17. Rate of development

Observer Reaction

18. Feelings experienced during the observation
19. Feelings "here and now"
20. Hunches, speculations, and ideas about the process observed

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APPENDIX D

BRAINSTORMING PROCESS

The purpose of this brainstorming process is to stimulate as many ideas as possible about a subject in a time-limited period and to deal with the ideas in an orderly manner. The process contains three steps--idea giving, idea review, and idea selection. In step one, a free flow of creative ideas is generated. In step two, these ideas are evaluated and otherwise screened for their potential usefulness; to assist their review, the ideas should be grouped or put into categories. In step three, the ideas having greatest potential are selected.

Process Preparations

1. Designate two people to record the ideas that will be offered by members of the group during the first step of the brainstorming process. Two people are recommended because they can alternate the recording of ideas. (This maintains the flow of thoughts by reducing the number of requests to repeat an idea that can otherwise occur if one person tried to record all the ideas.)
2. Have a supply of paper and pencils or pens for the recorders.
3. Have a blackboard or large newsprint sheets and chalk or markers available for use in steps two and three, the review and selection of ideas.
4. Have a watch or clock with which to time the idea-producing session in the brainstorming process.

Process Directions

1. Formulate the subject to be brainstormed about into a question specific enough on which to focus everyone's thinking. When ideas for a broad topic are needed, use several idea-producing sessions and focus each to generate ideas about one aspect of the topic. For example, if the subject to be brainstormed about is learning skills that will be to be incorporated into a program, the topic could be considered in a series of sessions according to each category of students intended to participate or according to each type of ability the participants are expected to acquire.
2. Explain the purpose and procedures of brainstorming to the members of the group.

3. Practice an idea-producing session with a light or humorous topic such as, How could men's pants be improved? before using the technique on the actual subject matter.

Process Procedures

1. Each member of the group is to suggest as many ideas as possible in answer to the question. In giving ideas to the group, members should not be inhibited by issues of practicality or values. Rather, they should be free-wheeling in their suggestions because an outlandish idea can often contain the seeds for something that is unique and possible, or the idea can trigger another idea that is workable.
2. The triggering of ideas is common to the brainstorming technique. "Hitchhiking" on another member's idea with a related idea is encouraged.
3. Because the brainstorming process relies on all types of ideas, the making of judgmental or critical comments about suggested ideas should be confined to the review of ideas in step two and is prohibited during the idea-producing session in step one.
4. Each idea should be recorded but not the name of the member who suggested the idea. It may also be helpful for the group's leader to repeat each idea and indicate which recorder is to write it down. It would also be helpful if those recording take down only words that are key to the idea rather than every word.
5. Set a ten- or fifteen-minute limit for step one. However, the group may prefer a variation or modification on this time limit. Group members might choose to set a longer time period for idea giving or they may wish to brainstorm ideas for ten minutes, have these read back to them, and then go on with an additional ten minutes of idea giving.
6. Group the suggested ideas for review and decide which of them are most promising.
7. Based on group consensus, rank-order the most promising ideas to establish each idea's priority.
8. Select the ideas with greatest potential and high-ranking priority.

* * *

APPENDIX E

BEHAVIOR CHANGE TRAINING METHODOLOGY*

A behavior change training model is presented below in two parts. First, the five steps of the behavior change training model are explained. Then, these steps are illustrated through a specific training procedure from The Student Couples' Seminar: A Leader's Manual.

The five steps in the behavior change training model are:

1. EXPLAIN to those being trained the objectives of your training procedure and exactly what the training procedure entails. That is, tell what you intend to do and why.
2. DEMONSTRATE the training procedure so that the trainees can observe the desired behavior change being reached. This may be accomplished by either of two means: a lecture presentation laden with clear examples or an audio-visual model of the behavior change objective being effectively achieved. Either way, the effect is to take the trainees through the training process via ample illustrations.
3. PRACTICE provides the trainees with an opportunity to implement the behavior change objective being taught by role playing their behavior change and/or to practice the behavior change with actual persons or situations toward which the change is directed.
4. PERFORMANCE FEEDBACK occurs in both role playing and actual practice: the FEEDBACK about how well a trainee has PERFORMED the desired behavior change is given by the trainer and/or other trainees.
5. DISCUSSION with trainees, when they compare the training objectives with the practicing they have just finished, allows them an opportunity to INTEGRATE their understanding of the change objective with their own practice experience.

The Good Feedback Communication Exercise used in the CSU marital enrichment workshop illustrates the behavior change model in practice. The exercise consists of two elements: constructing feedback statements to give to one's spouse, and actually giving and receiving the feedback statements.

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*From M. Moore and J. Hinkle, The Student Couples' Seminar: A Leader's Manual. Fort Collins, CO: Colorado State University Counseling Center, 1970.

The workshop leader first EXPLAINS element one, the criteria for constructing good feedback statements. "Good feedback statements are (1) descriptive of feelings rather than evaluative of the other person; (2) specific rather than general; and (3) about behavior that can be changed, except when giving complimentary feedback." Actual examples of good feedback statements accompany the explanation explicitly DEMONSTRATING its meaning, i.e., "I feel angry toward you when you don't pick up your clothes in the morning." The trainees are then asked to construct from short descriptions they have previously written about their partners four feedback statements: two complimentary ones and two negative, angry ones.

Element two, the three-step process by which the good feedback statements are given and received, is then EXPLAINED:

Step 1: Partner 1 addresses feedback statement to Partner 2.

Step 2: Partner 2 says, "What I hear you saying to me is . . .," and repeats the statement until Partner 1 indicates that it has been received accurately.

Step 3: Partner 2 then responds to Partner 1's feedback statement with "Inside I feel . . . about your statement."

The three-step process is DEMONSTRATED by an audio-tape of a married couple actually giving and receiving positive and negative feedback statements. The demonstration tape offers a model of the communication exercise being performed as explained.

In the next step, trainees PRACTICE giving and sending their own feedback statements as demonstrated, but with partners other than their spouses. In this case, trainees follow the model with less anxiety and better performance by ROLE PLAYING with a practice partner. PERFORMANCE FEEDBACK is given by other couples and the workshop leader. Subsequently, trainees ACTUALLY PRACTICE the good feedback exercise with their own spouses. As in the role-playing situation, PERFORMANCE FEEDBACK is given by the observing couple and the trainer. Finally, all trainees share with each other their affective and cognitive reactions to all the previous steps in the training process. This DISCUSSION facilitates the trainees' INTEGRATION of the training objectives with their own learning experience.

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APPENDIX F

THREE COMMON RESEARCH DESIGNS

Pre-Postdesign with One Control Group

The design most often used in assessing effectiveness of pilot programs consists of pre- and postprogram measurements on the dependent variables with one control group (Figure 1 lists the conditions for this simple design). Note that, for this design, as in all experimental designs involving control groups, the experimental and control groups are randomly selected before introducing the treatment (program).

Figure 1: Conditions comprising the pre- and postdesign with only one control group

Conditions	Experimental Groups	Control Groups
1. Prior selection of groups	Yes	Yes
2. Pretreatment measure	Yes	Yes
3. Random assignment of subjects	Yes	Yes
4. Exposure of Ss to treatment (program)	Yes	No
5. Exposure of Ss to uncontrolled events	Yes	Yes
6. Post-treatment measure	Yes	Yes

Two problems occur when this design is used to evaluate pilot programs. (1) It is difficult to make subject composition in the experimental and control groups equivalent. (2) It is difficult to assign subjects randomly because of such complex situations as having to schedule experimental group participants when volunteer leaders are free. These difficulties can be remedied by offering a program during two consecutive time periods. Using this design, the program is provided for every experimental group.

Pre-Pre/Postdesign with Subjects Providing Own Control Group

The second design employs program participants as their own control group. Two preprogram measures and one postprogram measure are obtained on the dependent variable (Figure 2 lists the conditions for this design). In this design program, effectiveness is assessed by comparing the difference between pretest 1 and pretest 2 and the difference between pretest 2 and the post-test. Two situations justify the use of this

design: (1) when investigators have good reason to believe that the preprogram measures will not affect either response to the treatment (program) or the postprogram measure, and (2) when it is not likely that there are other influences during exposure to uncontrolled events and during the program that might bias the subjects' responses to the post-test. When program planners can prepare the evaluation instrument far enough in advance, this design is a potential alternative.

Figure 2: Conditions comprising pre-pre/postdesign with Ss as their own control

Conditions	Subject Group
1. First pretreatment measure	Yes
2. Period when Ss are exposed to uncontrolled events but not treatment (program)	Yes
3. Second pretreatment measure at the beginning of program	Yes
4. Exposure of Ss to treatment (program intervention)	Yes
5. Post-treatment measure	Yes

Postdesign with One Control Group

The third design consists of one postprogram measure only on the dependent variables with one control group (Figure 3 lists the conditions for this design).

Figure 3: Conditions comprising post-test only design with one control group

	Experimental Groups	Control Groups
1. Prior selection of groups	Yes	Yes
2. Pretreatment measure	No	No
3. Exposure of Ss to treatment (program)	Yes	No
4. Exposure of Ss to noncontrolled events	Yes	Yes
5. Post-treatment measure	Yes	Yes

To maximize this design, subjects should be randomly assigned to the control group from a common population prior to introducing the program intervention. This is often difficult to do in reality when evaluating an outreach program in an applied setting. It is sometimes necessary, although not as highly recommended, to assign subjects on some practical basis or to derive a control group sample after or during the program intervention. For example, it may be necessary to treat one class and use another as

control. If two groups (experimental and control) are similar on general characteristics, including initial position on the dependent variable, programmers still will be able to assess the effectiveness of the pilot program better than if they had no control group at all.

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